

2019 Annual Report to The School Community



School Name: Lancefield Primary School (0707)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 August 2020 at 09:54 AM by Joanne Emond (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 August 2020 at 07:34 PM by Tanya Wells (School Council President)

About Our School

School context

Our vision: At Lancefield Primary School, in partnership with parents, carers and community, we aim to develop socially capable and emotionally intelligent learners who can mindfully contribute to their world.

Our school values are: Learning, Positivity, Safety

We value learning in all its many forms

- Social and emotional learning
- Academic endeavours
- Social responsibility

We will see 'learning' develop through: persistence, imagination, resilience, personal excellence, achievement, giving and receiving feedback, cooperation, working tough, problem solving, self-confidence, curiosity, creativity, and tolerance

We value positivity in all its many forms

- A can do attitude
- Building relationships with each other
- Kind language and actions

We will see 'positivity' develop through: respect, increasing self-awareness, optimism, acts of kindness, persistence, resilience, inclusion, acceptance, empathy, enthusiasm, positive growth mindsets, tolerance and school wide wellbeing

We value safety in all its many forms

- Movement and actions
- Responsible decision making
- Cybersafety

We will 'safety' develop through: choice making, accountability, personal safety, respect for property, respect for others, honesty, valuing our community, integrity and trust

Established in 1858, LPS is situated in a semi-rural township sixty-seven kilometres north of Melbourne in the Macedon Ranges. Residential areas have been developed alongside a rural farming existence. Our student enrolment for 2019 was 155, 79 female and 76 male and 1.3% Aboriginal or Torres Straits Islander. Our school Student Family Occupation and Education Index (SFOE) is medium-low. Possible socio-economic band values are: Low, Low-Medium, Medium and High.

We have supportive parents, families and community groups who contribute to the wellbeing of our school by assisting with the maintenance of the grounds, classroom programs, whole school activities and the Stephanie Alexander Kitchen garden program. A small dedicated group of parents and staff ran the Farmers Market LPS Cake stall and other fundraising events throughout the year such as the Easter and Christmas raffles. LPS continued its strong focus on nurturing positive partnerships within our school and local community. We continued to support many community events including ANZAC Day, Relay for Life, Lancefield agricultural Show and continued our invaluable connections with the Lancefield/Romsey Bendigo Community Bank, Lancefield/Romsey Lions Club, Lancefield Neighbourhood House and Op Shop, Lancefield CWA, Lancefield Uniting Church, Men's Shed and other organisations.

We are committed to the wellbeing of all members of our school community and promote positive relationships. We strive to provide a safe, calm and orderly environment. We make reasonable adjustments to ensure all students are supported in reaching their full potential. Student leadership was encouraged and promoted through Senior student leaders, Student Council, SWPBS team and ResourceSmart Green Team.

The school was committed to the ongoing implementation of Information and Communication Technologies and utilises iPads, chromebooks, AppleTVs across the school and a one to one BYOC (chromebook) program for years 3 to 6 to

support and engage students in learning. We are well equipped with engaging and vibrant classrooms, an attractive and well maintained outdoor environment, multi - purpose hall, kitchen facility, and allocated classrooms for performing arts and visual arts. The grounds are established with attractive garden and vegetable beds with a school focus on sustainability. In October 2019, we officially opened our new Wil-e-mee Moor-ing Centre (our old library space) which houses a full kitchen to support our SAKG program, a non fiction library section and learning space for science and other activities. Our SAKG program continued for all classes in 2019 .This is a rich and engaging program that provides a range of social/emotional and educational benefits to all of our students throughout the year and encourages parent/carer participation and engagement. The program included weekly cooking and gardening classes. The already established vegetable garden beds have been continually improved and productive along with our school chooks. Our monthly school stall at the Lancefield Farmers Market often featured local produce from our gardens.

We continued to have pleasing parent engagement with many parents involved in the school through School Council, assisting with class programs and camps, whole school events, gardening, PMP, working bees and Farmers Market. Whole School events such as Family maths night held in term 3, promoted parent and carer involvement and engagement with their child/rens learning. In 2019 the staffing profile consisted of 6 fulltime and 2 part time classroom teachers ranging from highly accomplished to graduate teachers, 3 part time specialist teachers (indonesian, Physical Education and Music). We had 2 office staff (1 x Business manager and 1x office administration), 3 Education Support Officers providing classroom support and supporting funded students (Program for Students with a Disability PSD), wellbeing and behaviour support programs and students with Autism Spectrum Disorder.

In 2019, in line with our current SSP, we continued working on improving teaching and learning practices in literacy (particularly writing) and numeracy. We worked with Malmesbury PS, newham PS and Tylden PS in our Community of Practice, supporting teachers to build their capacity in the teaching numeracy across all year levels. Performance and Development reviews saw teachers and ES staff working together to achieve common school based outcomes in line with our Annual Implementation Plan.

We are continuing to develop a culture of high expectations, collective responsibility, data driven instruction, feedback and teacher reflection on their practice. The High Impact Teaching Strategies (HITS) and Practice Principles provide direction for our teaching practice with a strong focus on improving numeracy and literacy outcomes. Students' are challenged to set goals, reflect on their progress and aim for continuous improvement. We were due for a school review in term 4 2019, however this was rescheduled by DET for term 1 2020.

Framework for Improving Student Outcomes (FISO)

In 2019, Lancefield Primary School teachers focused on the FISO areas of Building practice excellence and Setting expectations and promoting inclusion this included:

Ensuring a whole school focus on best practice in literacy and numeracy with a whole school focus on improving spelling and writing.- teacher's focused on consistent implementation of the spelling program Words their Way across the school and development and trial of a whole school writing model

Building a professional learning community culture, which is developing the capabilities of teachers and teams to lead and implement change to improve student outcomes.

Consistently implemented an agreed school wide pedagogical model

Developed a viable school curriculum based on the Victorian Curriculum using a consistent approach to planning and documentation

Build staff capacity in understanding, analysing and using data to identify and teach to each students point of need.

We ensured a whole school focus on the promotion of positive relationships, resilience and behaviour.

We enhanced our school culture through the implementation of agreed LPS vision and values

Achievement

LPS continues to focus on continual improvement in student outcomes in all learning areas.

The school is headed on a positive path towards much improvement with staff participating in Professional Learning Community training throughout 2019 and preparing for the School review process.

The teachers have continued to focus in 2019 on improving the delivery of writing and spelling with further work to be done in the area of numeracy. Our Community of Practice are of work has been instrumental in assisting staff in remaining focused on improving student maths outcomes and building teacher knowledge and capacity in delivering

the mathematics curriculum.

Teacher judgement results in reading and viewing and writing are similar to schools with similar characteristics.

Reading and Viewing 88% at or above, similar schools 88%

Writing 86% at or above, similar schools 83%

Speaking and Listening 95% at or above, similar schools 94%

2019 NAPLAN results:

Numeracy: The percentage of students with high relative growth in numeracy was 27% compared to 19% in similar schools.

Reading: The percentage of students with high relative growth in reading was 27% compared to 23% in similar schools.

Writing: The percentage of students with high relative growth in writing was 14% compared to 19% in similar schools.

Spelling: The percentage of students with high relative growth in spelling was 14% compared to 19% in similar schools.

Grammar and Punctuation: The percentage of students with high relative growth was 24% compared to 23% in similar schools.

Student absences 39% of students had 20+ days absent compared to 26% of students at similar schools.

Engagement

The establishment of new values, vision was undertaken with all stakeholders during 2019. A behaviour matrix was developed and explicitly taught. Students demonstrated a commitment to the school values and strategies and processes taught throughout the wellbeing program and the SWPB approach. Staff capacity and understanding in expected behaviours continued to be demonstrated across the school. The home school partnership continued to be strong in 2019 with parents supporting their children's learning in a range of forms throughout the year. All class teachers utilised the See Saw app to communicate daily with parents. We ran an extensive kinder to prep transition program starting term 3. The program included year 5 students visiting the kinder on several occasions, kinder students visiting LPS and parent information sessions. The smooth transition of our preps into their new school life is evidence of a comprehensive program. The uEducateus communication platform has improved day to day communication between parents and the school with a reduction in traditional paper notices being sent home. Each Sunday evening parents and carers receive a weekly reminder for the events of the week coming up.

Wellbeing

In 2019, our journey as a School Wide Positive Behaviour School (SWPBS) really took off (led by the SWPBS team) with a focus on improving non classroom behaviours and working towards achieving tier one. SWPBS provided a framework for LPS to organise the implementation of programs: You Can Do It, RRRR and the Berry Street Education Model to promote and support a positive climate in our school. The implementation and explicit teaching of these programs and approaches provides our students, staff and families with strong social/emotional wellbeing and mental health support and strategies. Fortnightly positive gatherings P-6 were implemented with SWPBS student leaders sharing positive awards (teacher and peer awarded) reflecting the values being demonstrated by students across the school environment. We are an inclusive school and make reasonable adjustments to ensure all students are supported in reaching their full potential. The zones of regulation are taught at all year levels and teaches students about emotions and understanding that all emotions are valid and important. Lunchtime 'quiet time' provided support for students during 2019 providing for students with a calm place to play inside for part of the lunch break. A reduction in lunchtime student incidents and building teacher/student relationships were aims of this approach. In 2019 we offered several leadership opportunities for senior students including senior school leaders, student council, junior and senior green team, chook team and river detectives.

Financial performance and position

In 2019 we continued to be supported by our local Lancefield Neighbourhood House through the Opportunity Shop receiving a \$15,000 grant to support our successful Stephanie Alexander Kitchen Garden Program. LPS also received two environmental grants including an \$800 grant to install an outdoor sink, and an \$11,000 grant from the Federal Government to create a 'bush classroom'. While the cash flow at LPS remains a constant challenge, at the end of 2019 our bank balance was in the black for the first time in 5 years. The SRP had a deficit of \$23,000 which will need to be repaid in 2020. This however is a significant improvement on previous years.

For more detailed information regarding our school please visit our website at
<https://www.lancefieldps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 155 students were enrolled at this school in 2019, 74 female and 81 male.

np percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 79.2 | 85.8 | 79.2 | 92.0 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 89.7 | 79.5 | 68.5 | 87.9 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--|---------|--------------|-----------------------|------------------------|---------------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 89.8 | 89.8 | 81.7 | 95.1 | Above |
| Mathematics | 89.9 | 90.4 | 82.0 | 95.7 | Similar |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 50.0 | 76.5 | 60.0 | 90.0 | Below |
| Year 3 | Numeracy (latest year) | 68.4 | 68.1 | 50.0 | 84.6 | Similar |
| Year 5 | Reading (latest year) | 65.2 | 67.5 | 50.0 | 83.2 | Similar |
| Year 5 | Numeracy (latest year) | 54.5 | 59.3 | 41.7 | 76.4 | Similar |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 65.5 | 72.0 | 53.3 | 84.7 | - |
| Year 3 | Numeracy (4 year average) | 62.4 | 64.7 | 43.9 | 80.0 | - |
| Year 5 | Reading (4 year average) | 66.2 | 63.3 | 44.4 | 77.5 | - |
| Year 5 | Numeracy (4 year average) | 48.6 | 54.5 | 33.8 | 70.8 | - |

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
|-------------------------|----------|-------------|-----------|
| Domain | Percent | Percent | Percent |
| Reading | 31.8 | 40.9 | 27.3 |
| Numeracy | 18.2 | 54.5 | 27.3 |
| Writing | 23.8 | 61.9 | 14.3 |
| Spelling | 23.8 | 61.9 | 14.3 |
| Grammar and Punctuation | 14.3 | 61.9 | 23.8 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|--------|--------------|-----------------------|------------------------|---------------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 19.5 | 16.3 | 13.8 | 19.4 | Below |
| Average number of absence days (4 year average) | 17.1 | 15.3 | 13.3 | 18.0 | - |

Attendance Rate

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent |
| Attendance Rate (latest year) | 91 | 89 | 89 | 92 | 93 | 88 | 88 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 71.0 | 80.9 | 71.8 | 88.9 | Below |
| Percent endorsement (3 year average) | 72.2 | 81.4 | 73.9 | 88.1 | - |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 62.6 | 81.6 | 72.2 | 90.0 | Below |
| Percent endorsement (3 year average) | 68.3 | 81.7 | 74.4 | 89.1 | - |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,267,833 |
| Government Provided DET Grants | \$139,921 |
| Government Grants Commonwealth | \$2,400 |
| Government Grants State | \$0 |
| Revenue Other | \$11,182 |
| Locally Raised Funds | \$126,579 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,547,915 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$25,543 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$25,543 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,290,885 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Communication Costs | \$2,452 |
| Consumables | \$35,592 |
| Miscellaneous Expense ³ | \$59,136 |
| Professional Development | \$8,316 |
| Property and Equipment Services | \$84,168 |
| Salaries & Allowances ⁴ | \$53,458 |
| Trading & Fundraising | \$21,645 |
| Travel & Subsistence | \$0 |
| Utilities | \$15,305 |
| Total Operating Expenditure | \$1,570,957 |
| Net Operating Surplus/-Deficit | (\$23,042) |
| Asset Acquisitions | \$5,000 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

| Funds available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$263 |
| Official Account | \$12,952 |
| Other Accounts | \$0 |
| Total Funds Available | \$13,215 |

| Financial Commitments | Actual |
|---|-----------------|
| Operating Reserve | \$13,215 |
| Other Recurrent Expenditure | \$5,956 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$17,654 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$36,826 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 20 Mar 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').